

P-20 Coordinating Council

Dec. 7, 2009

Call to Order, Welcome, Introductions and Objectives

Dr. Carol Peck



Office of Governor Janice K. Brewer

Today's objectives

To provide a brief overview of the final Race to the Top requirements and scoring rubric

- Focused on key changes from the draft requirements

To discuss a summary vision and plans for reform, aligned to the final RTTT requirements

To get specific, constructive input on draft recommendations to improve Arizona's education system

P-20 Coordinating Council

Dec. 7, 2009

Race to the Top Process Update

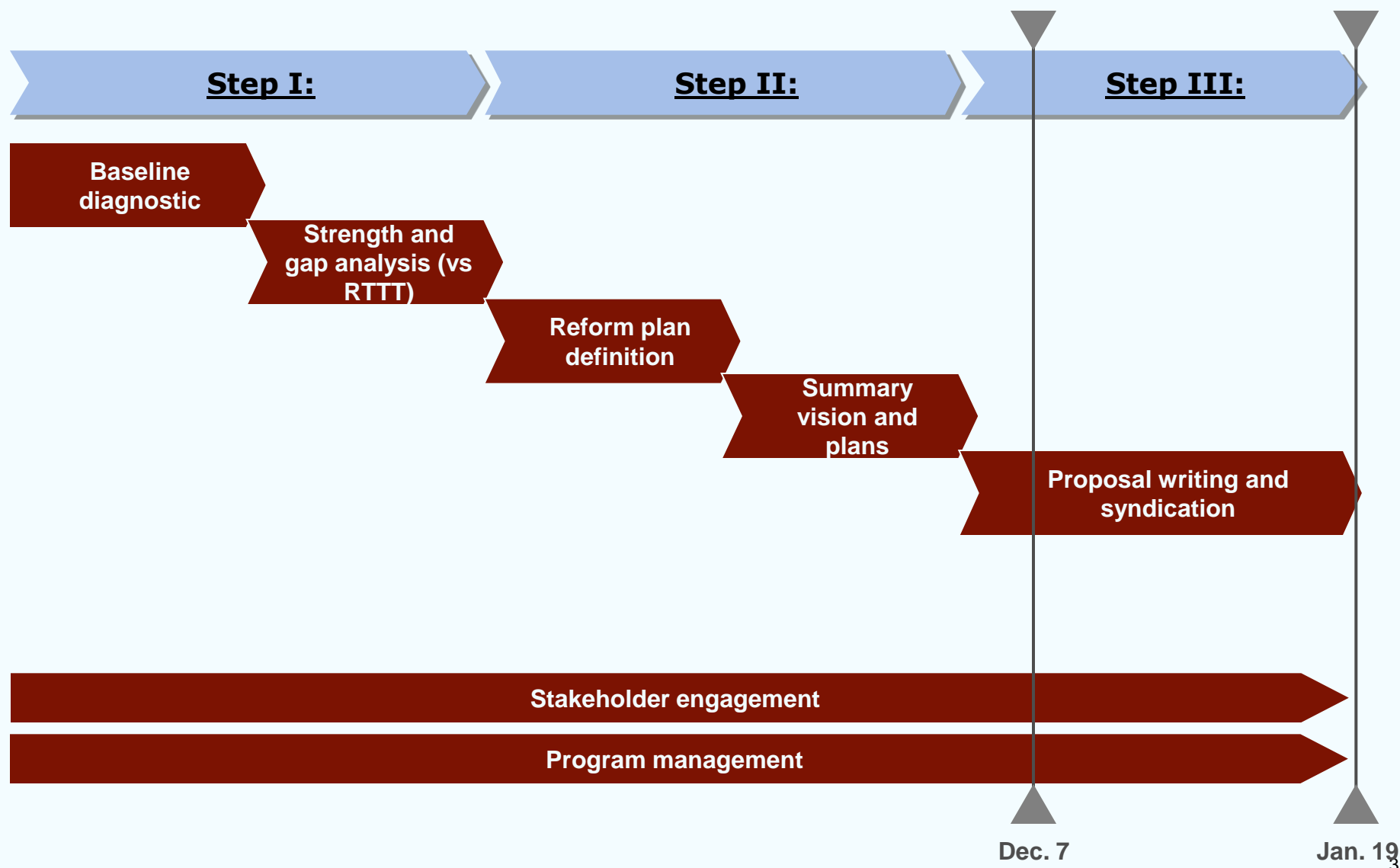
Dr. Deb Duvall



Office of Governor Janice K. Brewer

High level plan for the work of the P-20 task forces

New deadline for RTTT Phase 1 submission is January 19th



Today we will evaluate a set of updated recommendations

Nov. 9

Get input on the following...

- The "strawman" recommendations to reform in each assurance area
- The broad initiatives that cut across assurance areas and will define the grant application
- A draft vision and strategy for education reform that is emerging from our work

Today

Get input on the draft plan for reform

- Building on our "strawman" proposal
- Aligned with guidance on the final RTTT requirements
- Providing greater detail on implementation
- Incorporating bold and innovative ideas

Early January

Present final recommendations

Provide update on application process and LEA participation

**P-20 Coordinating Council
Dec. 7, 2009**

Race to the Top Final Guidance / Scoring

Reggie Gilyard



Office of Governor Janice K. Brewer

Final requirements released in early November

Education Department updated the Race to the Top application requirements following extensive public comment

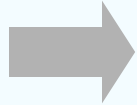
- Nearly 1,200 comments, ranging from one paragraph to 67 pages
- Individuals in all 50 states
- Over 550 individuals, 200 organizations, unions and elected officials

Final requirements remained largely the same with several notable changes

Application includes detailed scoring rubric and extensive list of performance measures and evidence

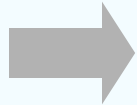
- 500-point scale, compared to usual 100-point scale for competitive grants
- Narrative could run up to 100 pages with 250 pages of supporting documents

Notable changes from draft to final requirements



Addition of State Success Factors category of criteria

- Provides points for having a cohesive plan and broad buy-in
- At 125 points, is the second-most important area

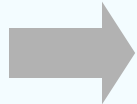


Strong incentive to adopt the Common Core by Aug. 2, 2010



More prescriptive approach to assessments criterion

- Must work with a majority of states to get high points
- Cannot use RTTT funds costs related to statewide summative assessments



No. 1 emphasis (138 points) on developing great teachers and leaders

- Meanwhile, slightly less rigid about using student achievement data – now emphasizes "multiple measures"



Softened language around school interventions

- Transformation model (AZ's current approach) can now be used exclusively

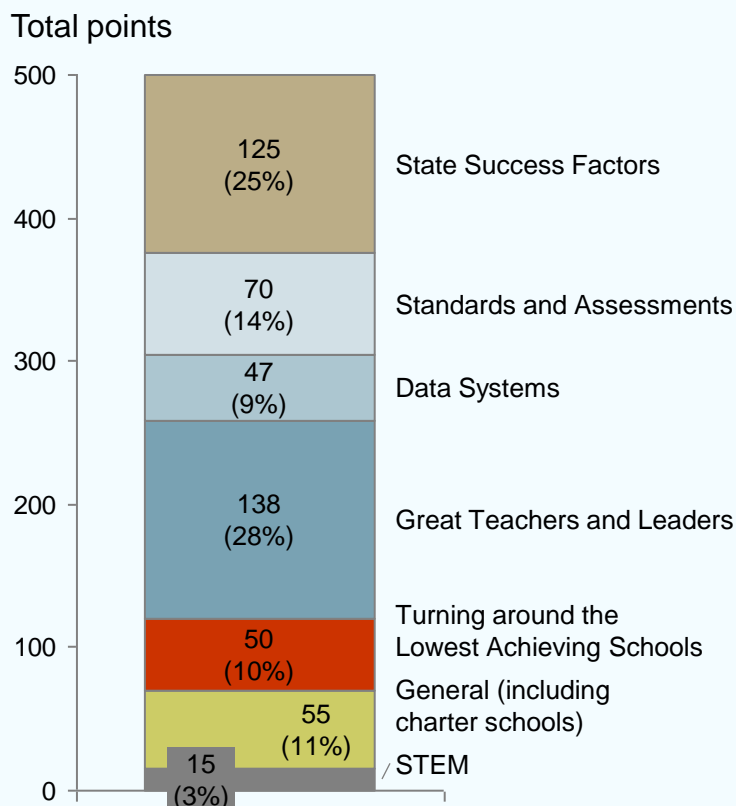


Charter criteria moved out of Struggling Schools and into General category

Overview of final RTTT criteria and scoring rubric

State Success Factors and Great Teachers, Great Leaders account for over half of total points

Overview of scoring rubric



Key selection criteria (only those >15 pts)

<ul style="list-style-type: none"> State's reform agenda and LEA participation Statewide capacity to implement, scale, sustain Progress in raising achievement, closing gaps 	65 pts 30 pts 30 pts
<ul style="list-style-type: none"> Developing and adopting common standards Supporting transition to high-quality stds / assess. 	40 pts 20 pts
<ul style="list-style-type: none"> Fully implementing a statewide long. data system Using data to improve instruction 	24 pts 18 pts
<ul style="list-style-type: none"> High-quality pathways for teachers and principals Improving teacher / principal effectiveness Ensuring equitable distribution Providing effective support to teachers / principals 	21 pts 58 pts 25 pts 20 pts
<ul style="list-style-type: none"> Turning around the lowest-achieving schools 	40 pts
<ul style="list-style-type: none"> Ensuring successful conditions for high-performing charters and other innovative schools 	40 pts
Total criteria > 15 pts	431 pts

Articulation of State Success Factors plays a key role in final requirements

Articulation of the State's education reform agenda and LEA participation in it

- Comprehensive and coherent reform agenda
- Strong commitment from participating LEAs to the State's plans and to effective implementation of reform in the four education areas
 - Participating LEAs sign an MOU to implement all or significant portions of the State's Race to the Top plans (the MOU will include a preliminary scope of work)
 - Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the state must subgrant to LEAs
 - If a State is awarded a RTTT grant, participating LEAs have up to 90 days to complete final scopes of work, outlining specific goals, activities, timelines, budgets, etc.

Building strong statewide capacity to implement, scale up, and sustain proposed plans

Demonstrating significant progress in raising achievement and closing gaps

- Progress over the last several years in each of the four education reform areas
- Improved student outcomes overall and by subgroup since at least 2003
 - As measured by reading / language arts and math on NAEP and ESEA assessments
 - Increasing high school graduation rates

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Updates on the Work of the Task Forces

Task Force Chairs



Office of Governor Janice K. Brewer

Updates on the Work of the Task Forces

Standards and Assessments

Jack Lunsford

Great Teachers, Great Leaders

Dave Howell

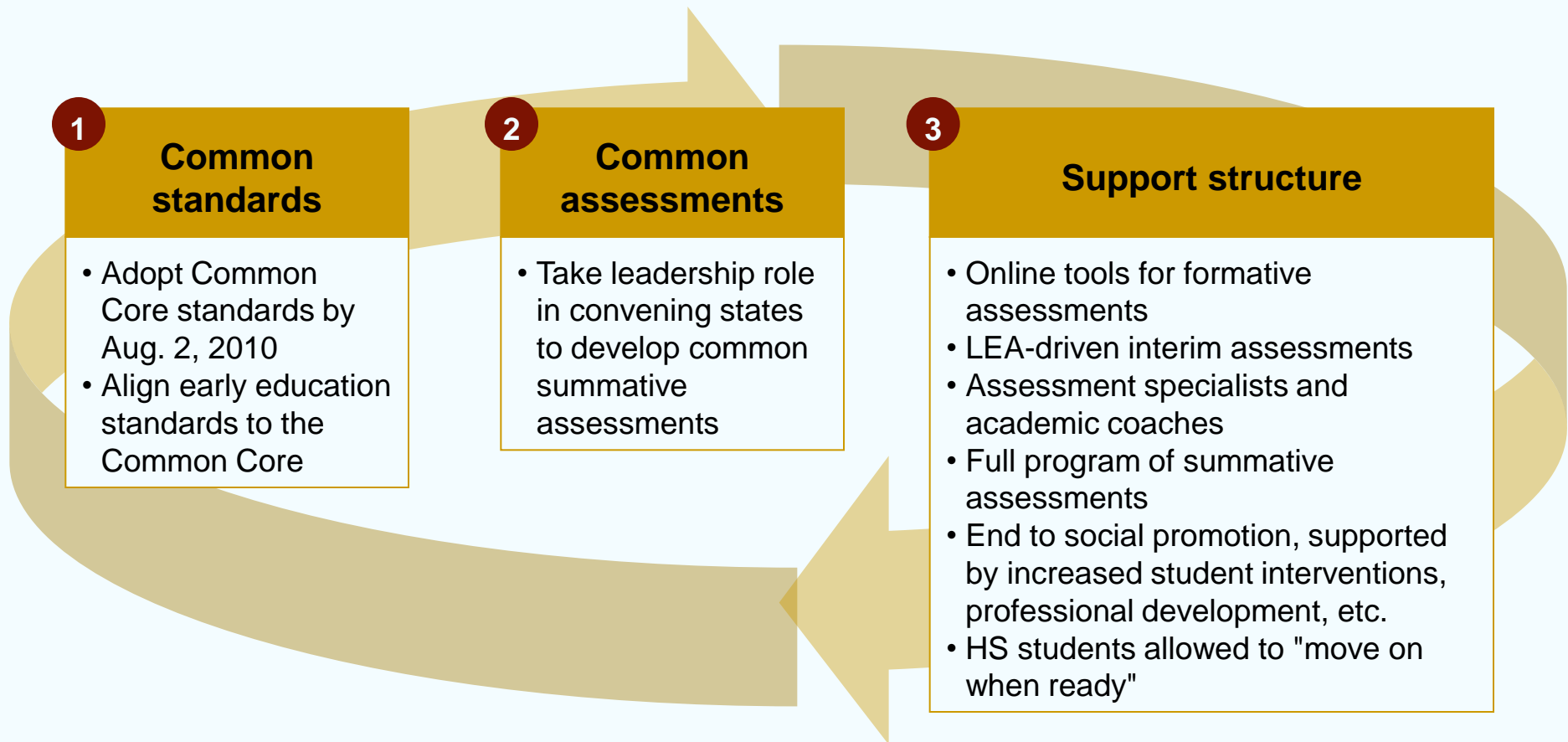
Supporting Struggling Schools

Marc Osborn

Statewide Longitudinal Data Systems/ Use

Cathleen Barton

Strawman recommendation for Standards and Assessments involves "system" that links key components



Summary of key recommendations

- 1 Push forward on Common Core standards with a commitment to adopt by Aug. 2, 2010**
- 2 Shift focus away from the menu of assessments and instead play a leadership role in convening a majority of states for common assessments**
- 3 Implement a variety of technical and personnel supports to enhance classroom practice**
- 4 Pursue policy that ends social promotion and put in place a comprehensive system of supports to make the strategy successful**
- 5 Pursue policy, including appropriate funding changes, that allows HS students to "move on when ready"**

Final requirements specific to Standards and Assessments assurance area

"State Reform Conditions Criteria"

Work with a consortium of states to develop common standards that are internationally benchmarked and build toward college- and career-readiness (40 points)

- Half of available points for participating in the Common Core initiative, other half for committing to adopt new standards by August 2, 2010

Work with a consortium of states to develop common assessments that are high-quality and aligned with the consortium's standards (10 points)

- To earn "high" points, consortium must include more than 25 states
- From the Federal Register: "No funds awarded under this competition may be used to pay for costs related to statewide summative assessments"

"Reform Plan Criteria"

Plan to support transition to these standards and assessments (20 points), potentially including...

- Developing a roll-out plan for standards together with all supporting components
- Aligning HS exit criteria/ college entrance requirements to new standards and assessments
- Developing high-quality instructional materials (e.g., formative assessments) and professional development
- Other strategies to drive classroom practice using new standards and assessments

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Recall: Strawman recommendation for Great Teachers, Great Leaders enhances "path" through profession

1

High quality pathways

- Active support and increased frequency for proposal submission
- Reasonable course-load – move on when ready
- Early childhood and SEI endorsements; pathways to principal
- e-learning certificate

2

Improving effectiveness

- Teacher and principal effectiveness based on at least 4 rating categories, with student growth a significant factor
- PD closely linked to evaluations with the necessary tools and supports
- Strengthen accountability of PBC plans, based on student performance and best practices from PBC task force and programs like Career Ladder

3

Equitable distribution

- Governor's Distinguished Educator Corp
- Ensure supportive leadership / environment
- Address barriers to move to struggling schools and reciprocity constraints
- Expand programs for hard-to-staff subjects (e.g., STEM, special needs)

4

Data-driven support / programs

- Evaluate prep programs and alternative certification programs
- Effective support informed by data
- Establish a statewide mentor program



Key reform plan elements relevant to LEAs (I)

Improving effectiveness

- Student growth: Measure using changes in AIMS scores from one year to the next
 - AZ will pilot and evaluate value-added models and confirm a statewide definition of student growth
- Changes to evaluation system:
 - Evaluations with at least 4 rating categories
 - Significant portion of the evaluation based on student growth (50% recommended with both individual and group performance used)
 - LEAs otherwise have substantial latitude in the composition of evaluations
- Publish aggregated results of each LEA's evaluation score distribution starting in 2011
- Comprehensive study of evaluation impact on student achievement, teacher working conditions, etc.; feedback from PBC task force on key areas for improvement
- Funds can be withheld if LEA evaluations are misaligned with student growth;
- Compensation, tenure, and dismissal decisions based on definition of effectiveness
- Participating LEAs will provide professional development on new evaluation system and ongoing professional development and mentorship to support improvement



Need P-20 Council input

Key reform plan elements relevant to LEAs (II)

Equitable distribution

- Governor's Distinguished Educator Corp – Cadre of effective principal and teachers willing to support a turnaround effort; effort may be complemented by other programs
- RTTT funds also will be used to invest in various programs to develop a broad cadre of STEM educators
- LEAs can invest in other evidence-based programs to support equitable distribution
- Participating LEAs can use funds to "grow their own" talent

Effectiveness of teacher prep programs

- ADE will track and publicly report performance data on preparation programs and alternative certification programs

Effective support to teachers and principals

- LEAs will staff academic coaches to guide broader, site-based professional development and support the transition to new evaluation systems
- A statewide mentoring program to ensure all new teachers and student teachers have effective mentors will be established (may also involve struggling teachers)

Final requirements specific to Great Teachers and Leaders reform area

"State Reform Conditions Criteria"

Providing high quality pathways for aspiring teachers and principals (21 points)

**"Reform Plan Criteria" - High-quality plan and ambitious yet achievable targets for:
Improving teacher and principal effectiveness based on performance (58 points)**

- Clear approaches for measuring student growth
- Rigorous, transparent, and fair evaluation systems that take into account student growth as a significant factor and are designed and developed with teacher and principal involvement
- Annual evaluations that include timely and constructive feedback and provide teachers and principals with data on student growth for their students, classes, and schools
- Use of evaluations to inform decisions regarding compensation, promotion, tenure, etc.

Ensuring equitable distribution of effective teachers and principals (25 points)

- Ensure students in high-poverty / minority schools have equitable access
- Increase the number and percentage of effective teachers teaching hard-to-staff subjects

Improving the effectiveness of teacher and principal preparation programs (14 points)

- Link student achievement to teachers, principals and their credentialing programs

Providing effective support to teachers and principals (20 points)

- Effective, data-informed PD, coaching, induction, and planning and collaboration time
- Measure, evaluate, and continuously improve the effectiveness of those supports

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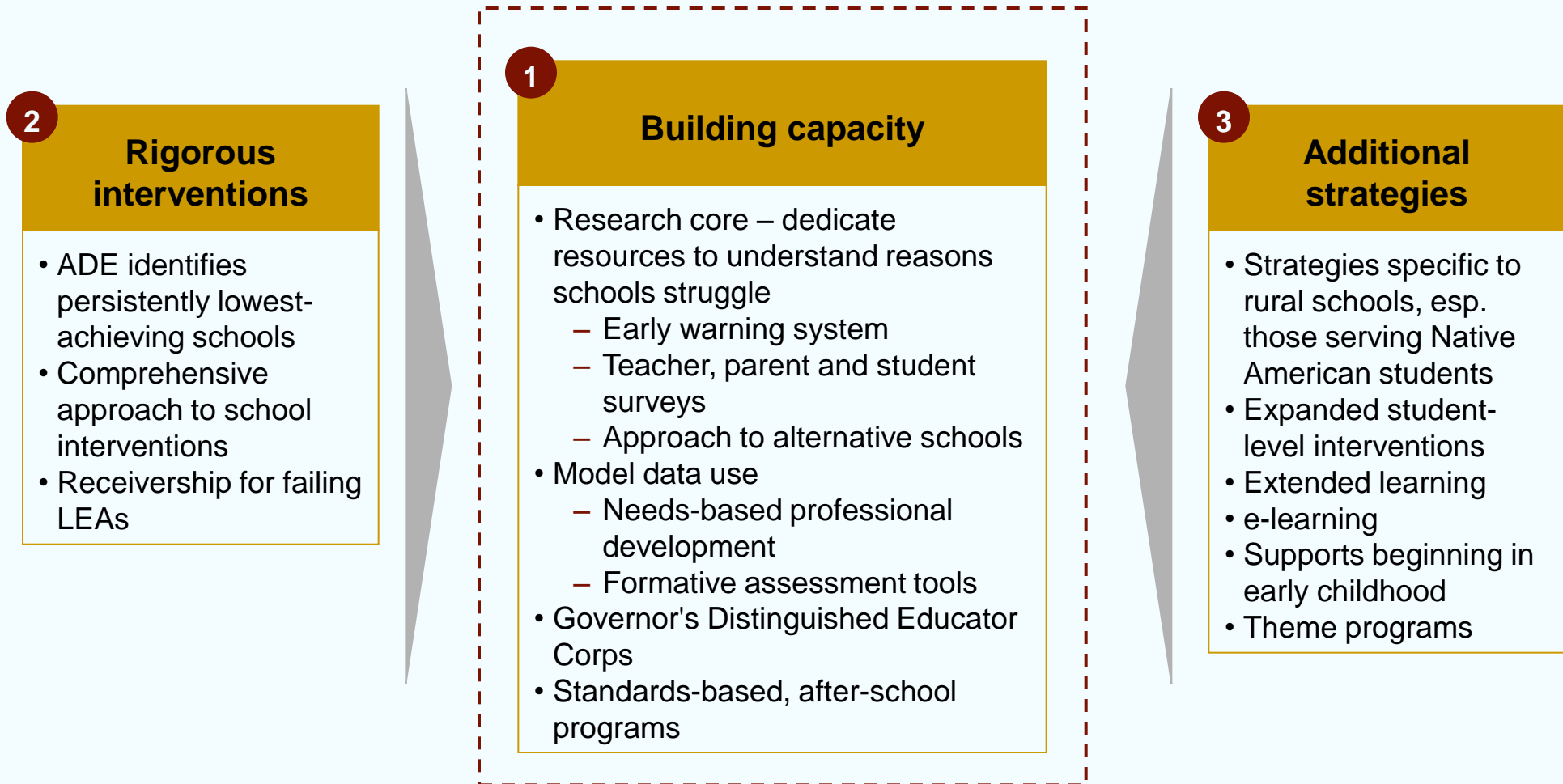
Supporting Struggling Schools

Marc Osborn

Statewide Longitudinal Data Systems/ Use

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Strawman recommendation for Supporting Struggling Schools centers on "building capacity"



Summary of key recommendations

- 1 Pursue changes to the AZ Learns formula such that it identifies the State's persistently lowest-achieving schools**
- 2 Take a comprehensive approach to school interventions that includes tactics such as assessing curriculum, extended learning time and community education**
- 3 Develop a broader system of building capacity from the State to the classroom level, and drive this system with turnaround experts and more instruction time**
- 4 Implement a series of additional strategies that enable higher achievement at struggling schools**

Final requirements specific to Supporting Struggling Schools assurance area

"State Reform Conditions Criteria"

The degree of intervention authority Arizona has at the "persistently lowest-achieving schools"¹ and LEAs (10 points)

- Full points awarded to States that can intervene directly in both schools and LEAs

"Reform Plan Criteria"

High-quality plan to identify the persistently lowest-achieving schools and support LEAs in efforts to turn around these schools (40 points)

- Turnaround options include transformation (replacing principal and implementing broad support), turnaround (replace 50% of staff and implement new governance model), conversion to charter and closure
- If more than nine of these schools are located in one LEA, the transformation model cannot be used for more than half of the schools (thus Arizona could use all transformations if it so chose)

Criteria related to charter schools now categorized under "General"

1. Title I schools in improvement, corrective action, or restructuring in the State and the secondary schools (both middle and high schools) in the State that are equally as low-achieving as these Title I schools and are eligible for, but do not receive, Title I funds

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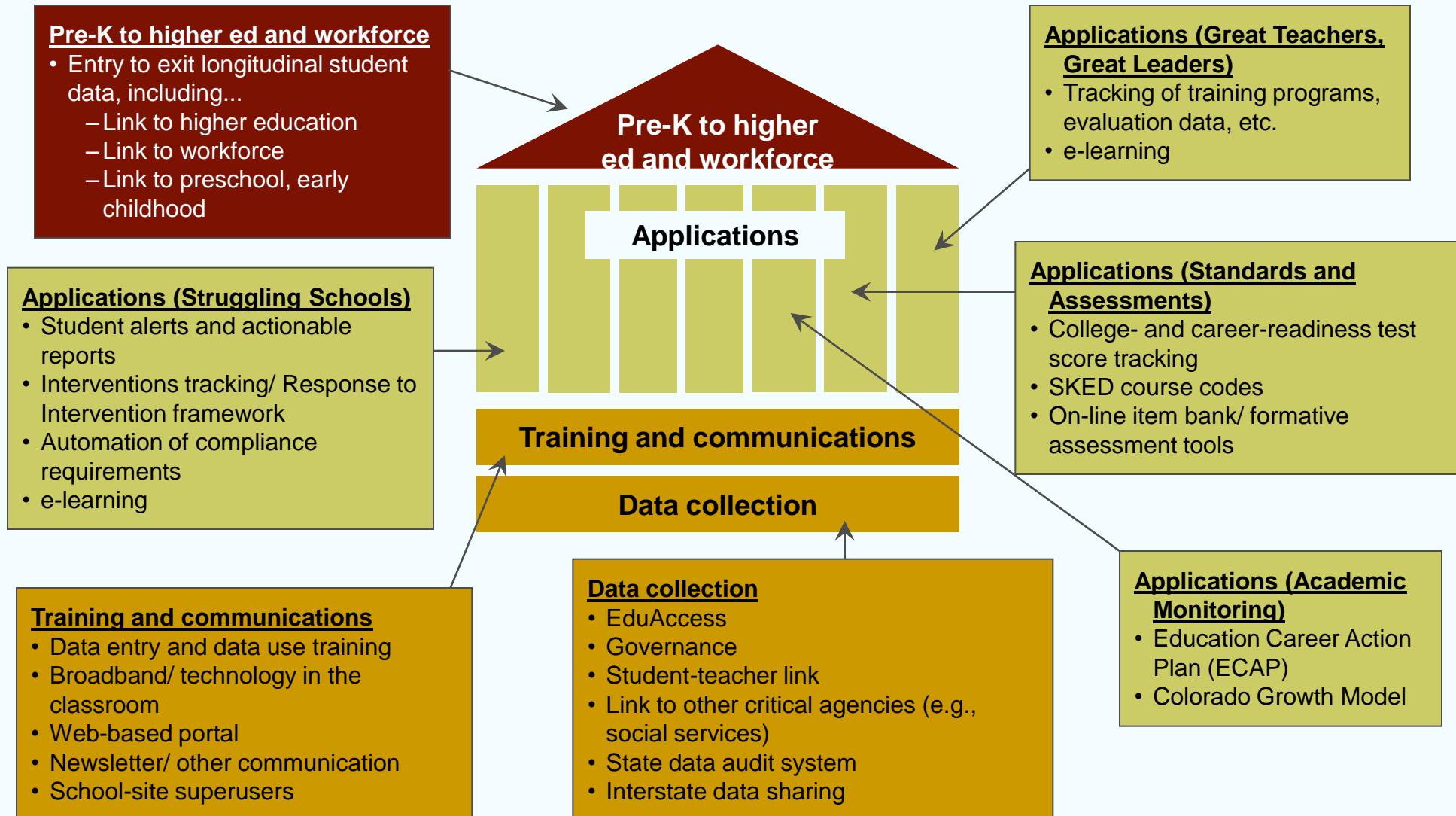
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Statewide Longitudinal Data Systems/ Use

Cathleen Barton

Strawman recommendation for Data Systems suggests a secure "home" for data and full longitudinal view



Summary of key recommendations

- 1 Create a data governance board to ensure key decisions on the data systems are made in partnership with key stakeholder groups**
- 2 Participating LEAs submit data on individual teachers and courses for the purposes of linking to student achievement**
- 3 Develop the technical, training and communication capabilities to expand access to the Arizona Education Data Warehouse (AEDW) to all stakeholders**
- 4 Develop applications and put in place professional development to allow school-site personnel to translate student data into classroom practice**

Final requirements specific to Statewide Longitudinal Data Systems

"State Reform Conditions Criteria"

Implementation of all 12 data elements specified by the America Competes Act (24 points)

"Reform Plan Criteria"

High-quality plan to ensure key stakeholders access and use state data (5 points)

- Stakeholders including parents, students, teachers, principals, LEA leaders, community members, unions, researchers, policymakers, and others
- Areas such as policy, instruction, operations, management, resource allocation and overall effectiveness

A high-quality plan to collaborate with LEAs to use data to improve instruction (18 points)

- Increase use of local instructional improvement systems¹
- Support participating LEAs and schools in providing effective professional development
- Support researchers with data from longitudinal and instructional improvement systems so they can evaluate what works

1. Technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement

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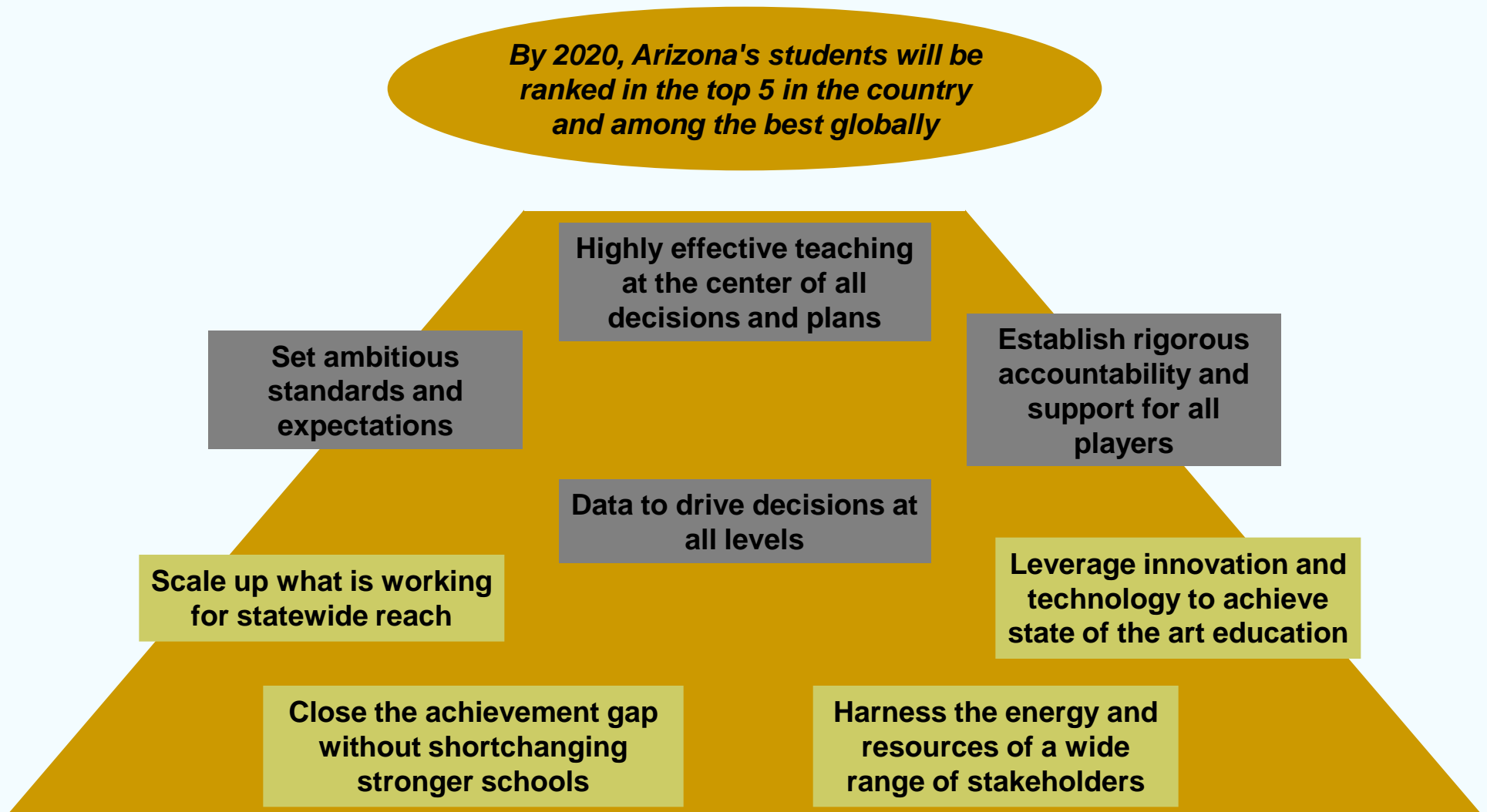
RTTT Vision and Broader Initiatives

Dr. Deb Duvall



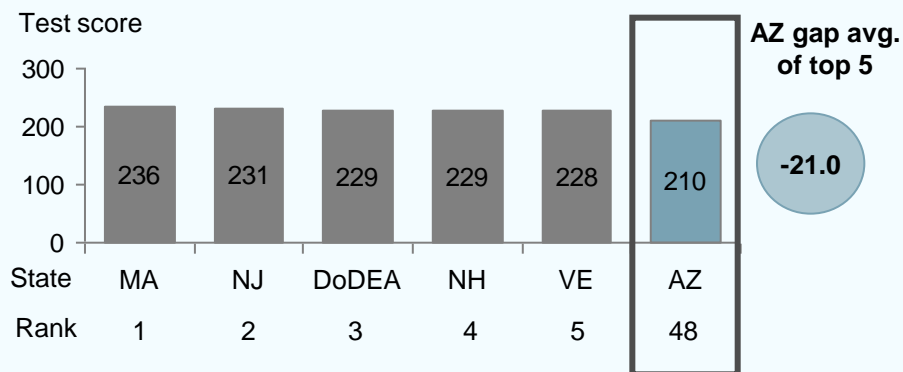
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Reminder: Working vision for public education in Arizona

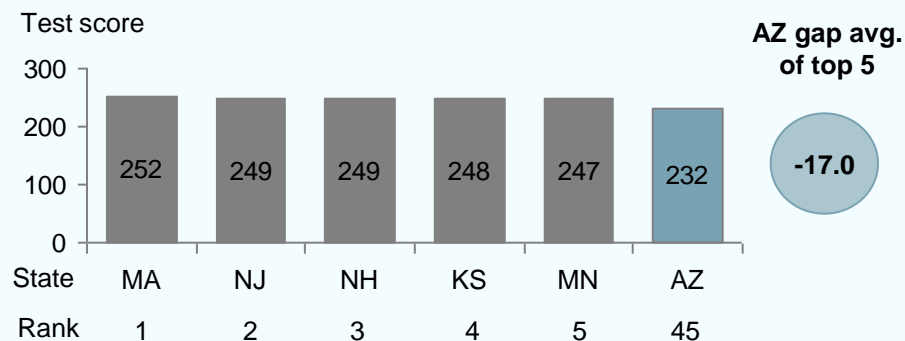


How Arizona student achievement compares nationally

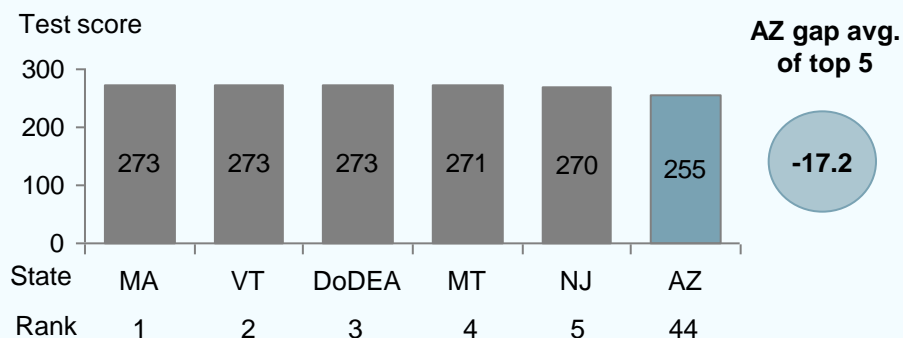
4th grade NAEP reading scores



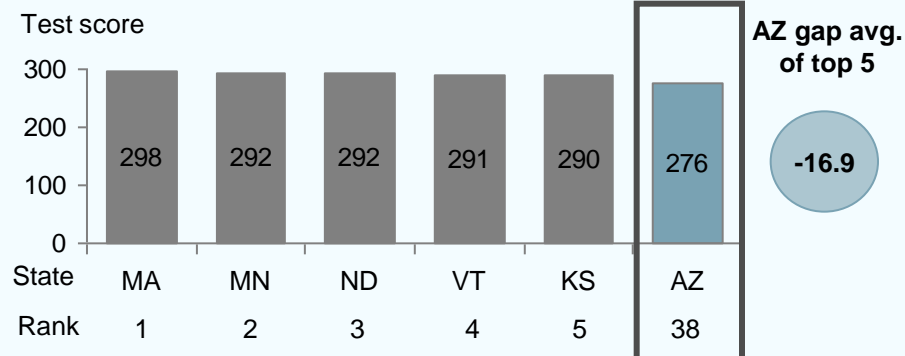
4th grade NAEP math scores



8th grade NAEP reading scores



8th grade NAEP math scores



Broad initiatives cut across assurance areas and touch all aspects of education reform

STEM Strategy for the 21st Century

College- and career-ready (CCR) alignment

Create regional hubs with a central connection

Pathways including Early College HS

Focus on increasing core content knowledge for teachers and students

Research as a classroom/ school management protocol

Targeted focus on K-12 engineering education

Rural Strategy

Governor's Distinguished Educator Corps supplying turnaround specialists

- Supplement with locally driven initiatives to develop teaching talent

Enhance technology in the classroom

- Broadband/ infrastructure
- Expand access to quality coursework (e.g., AP)

Specific strategies to support Native Americans and English Language Learners

- E.g., cultural sensitivity and truancy codes

Focus on Transitions

Gradually shift paradigm from time-based education to mastery of content

- Particular focus on key transition points in a student's career

Invest in comprehensive set of student-level supports

- Credit recovery
- Counseling
- Tutoring
- Incentives

Use technology to target instruction

- E.g., student-level alerts, interventions tracking

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Call to the Public

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